Culturally Responsive Rubric

This rubric is amended from one created by the National Math and Science institute (NMSI). This rubric is intended for use by instructors to consider how culturally responsive their classroom is.

**Directions:** Use the following graph to help ground yourself in the various levels of being culturally responsive.

<table>
<thead>
<tr>
<th>Culturally Responsive</th>
<th>Culturally Aware</th>
<th>Emerging Awareness</th>
<th>Culturally Insufficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is much guidance on engaging cultural responsiveness meaningfully throughout the teaching approach and lessons. Participants are encouraged to consistently check their own bias and reflect on their practice.</td>
<td>There is some guidance on engaging cultural responsiveness. Students hear references related to their worldview. There is some guidance in lessons, engaging students in culturally sensitive experiential learning, and making real life connections between the lesson and the students’ lives.</td>
<td>There is little guidance on engaging diverse learners in culturally responsive ways. There is some guidance on at least one of the following: supplementing lessons, engaging students in culturally sensitive experiential learning, and making real life connections between the lesson and the students’ lives.</td>
<td>There is little guidance on engaging diverse learners in culturally responsive ways in the materials, but mostly on a superficial or symbolic level. It is seen as assistive, rather than a central part of the lesson.</td>
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| Cognitive Demand             | Throughout the experience, the learners participate in task(s) that require close analysis and deep understanding, utilizes multiple representations and demands explanation/justification. The learner is doing the thinking! | **Culturally Responsive**  
Most of the following must be present  
- Preassessment  
- Rigor is identified  
- Explicitness of the task  
- Criteria for success identified  
- Differentiation  
- Metacognition  
- Uninterrupted processing and application time  
**Culturally Aware**  
Some of the following are present  
- Preassessment  
- Rigor is identified  
- Explicitness of the task  
- Criteria for success identified  
- Differentiation  
- Metacognition  
- Uninterrupted processing and application time  
**Emerging Awareness**  
One or two of the following is present  
- Preassessment  
- Rigor is identified  
- Explicitness of the task  
- Criteria for success identified  
- Differentiation  
- Metacognition  
- Uninterrupted processing and application time  
**Culturally Insufficient**  
None of the following is present  
- Preassessment  
- Rigor is identified  
- Explicitness of the task  
- Criteria for success identified  
- Differentiation  
- Metacognition  
- Uninterrupted processing and application time |
| Depth of Knowledge and Understanding | Most learners (70%-90%) do at least one of the following:  
- sustain focus on a significant topic  
- demonstrate complex understanding by arriving at a reasoned, supported conclusion  
- explain how they solved a complex problem  
Learners’ reasoning, explanations, and arguments demonstrate full and complex understanding | **Taps into all levels:**  
- Level One: Recall and Reproduce  
- Level Two: Skills and Concepts  
- Level Three: Strategic Thinking  
- Level Four: Extended Thinking  
**Taps into the first three levels:**  
- Level One: Recall and Reproduce  
- Level Two: Skills and Concepts  
- Level Three: Strategic Thinking  
**Taps into the first two levels:**  
- Level One: Recall and Reproduce  
- Level Two: Skills and Concepts  
**Lingers in the first level:**  
Level One: Recall and Reproduce |
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<td>understanding. This is supported by instructors using scaffolds that support deep knowledge and understanding.</td>
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| Power and Participation    | The learning experience prioritizes collective understandings and distributes power. Shared perspectives that are discussed and determined by a group. All learners are positioned as having ownership over learning and are actively participating. The instructor is NOT positioned as the sole expert or the “sage of the stage.” | Contains most of the following:  
• Common terminology  
• Collective understanding  
• All participants are positioned as having ownership over learning  
• Facilitation is not reliant on facilitator  
• Experience is differentiated for all learners  
• Materials provide inquiry-based learning  
• Experience allows for individual student voice and perspective |
|                            | Contains some of the following:  
• Common terminology  
• Collective understanding  
• All participants are positioned as having ownership over learning  
• Facilitation is not reliant on facilitator  
• Experience is differentiated for all learners  
• Materials provide inquiry-based learning  
• Experience allows for individual student voice and perspective | Contains one of the following:  
• Common terminology  
• Collective understanding  
• All participants are positioned as having ownership over learning  
• Facilitation is not reliant on facilitator  
• Experience is differentiated for all learners  
• Materials provide inquiry-based learning  
• Experience allows for individual student voice and perspective |
|                            | Contains none of the following:  
• Common terminology  
• Collective understanding  
• All participants are positioned as having ownership over learning  
• Facilitation is not reliant on facilitator  
• Experience is differentiated for all learners  
• Materials provide inquiry-based learning  
• Experience allows for individual student voice and perspective |                                                             |

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| **Academic Language Support for ELLs** | Deliberate and continuous use of strategies such as the use of objects, graphic organizers, and manipulatives. The focus is on the development of content-specific discourse and meaning making, not learners' production of “correct” English. | Contains all of the following:  
• Deliberate and continuous use of strategies  
• Use of objects, revoicing, graphic organizers, and manipulatives  
• Focus on the development of content-specific discourse  
• Focus on meaning making | Contains some of the following:  
• Deliberate and continuous use of strategies  
• Use of objects, revoicing, graphic organizers, and manipulatives  
• Focus on the development of content-specific discourse  
• Focus on meaning making | Contains one of the following:  
• Deliberate and continuous use of strategies  
• Use of objects, revoicing, graphic organizers, and manipulatives  
• Focus on the development of content-specific discourse  
• Focus on meaning making | Contains none of the following:  
• Deliberate and continuous use of strategies  
• Use of objects, revoicing, graphic organizers, and manipulatives  
• Focus on the development of content-specific discourse  
• Focus on meaning making |
| **Social/Emotional Learning** | Social and emotional skills include a focus on building self-awareness, self-management, social awareness, relationship skills, and responsible decision making. | Contains most of the following:  
• Self-awareness  
• Self-management  
• Social awareness  
• Relationship skills  
• Responsible decision-making | Contains some of the following:  
• Self-awareness  
• Self-management  
• Social awareness  
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• Responsible decision-making | Contains one of the following:  
• Self-awareness  
• Self-management  
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• Responsible decision-making | Contains none of the following:  
• Self-awareness  
• Self-management  
• Social awareness  
• Relationship skills  
• Responsible decision-making |

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| Centering multiple perspectives | Texts and experiences present different points of view on the same event, experience, or idea, recognizing the validity of diverse points of view, especially from marginalized people/communities. | • Recognizes the validity and integrity of knowledge systems based on communities of color, collectivist cultures, matriarchal societies and non-Christian religions  
• Presents different points of view on the same event or experience, especially points of view from marginalized people/communities  
• Provides avenues for students to connect learning to social, political or environmental concerns that affect them and their lives and contribute to change  
• Encourages students to take actions that combat inequity or promote equity within the school or local community |

References